HOSPITAL/HOMEBOUND EVALUATION INSTRUMENT

Domain 1: Planning and Preparation   (Domain weight: 20%)

Component	Requires Action	Developing	Accomplished	Exemplary
1a **Demonstrating Knowledge of Content and Pedagogy** (Component weight: 4%)	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b **Demonstrating Knowledge of Students** (Component weight: 5%)	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs, medical condition and/or social/ emotional needs and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, special needs, medical condition and/or social/ emotional needs.	The teacher seeks general knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs and medical condition and social/ emotional needs.	The teacher seeks and demonstrates thorough knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs, medical condition and social/ emotional needs from a variety of sources, and attains this knowledge for individual students.
1c **Setting Instructional Outcomes** (Component weight: 2%)	The instructional outcomes are unsuitable for the students and the teacher has no knowledge of students' Individual Educational Plan (IEP) and/or standards/state curriculum.	Instructional outcomes are suitable for some students. Teacher is aware of the IEP and/or standards/state curriculum.	Instructional outcomes are suitable for most students. The teacher is knowledgeable of the IEP and/or standards/state curriculum. and uses this knowledge to drive instruction.	Instructional outcomes are suitable for all students. The teacher is knowledgeable of the IEP and/or standards/state curriculum and uses this knowledge to drive instruction. When applicable, the teacher actively participates in revising IEP's to meet individual student needs.
1d **Demonstrating Knowledge of Resources and Technology** (Component weight: 1%)	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e **Designing Coherent Instruction** (Component weight: 4%)	The series of learning experiences is poorly aligned with the outcomes of the IEP and/or standards/state curriculum. The lesson does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with the outcomes of the IEP and/or standards/state curriculum. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes of the IEP and/or standards/state curriculum. for most students.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences fully aligned to the instructional outcomes of the IEP and/or standards/state curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Component	Requires Action	Developing	Accomplished	Exemplary
1f: Designing Student Assessments (Component weight: 4%)	The teacher's plan for assessing student learning contains no clear criteria, is poorly aligned with the instructional outcome of the IEP and/or standards/state curriculum or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for assessing student learning contains little criteria, is aligned with some instructional outcomes of the IEP and/or standards/state curriculum, or is inappropriate for some students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is aligned with the instructional outcomes of the IEP and/or standards/state curriculum, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is aligned with the instructional outcomes of the IEP and/or standards/state curriculum uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction.

Domain 2: The Classroom Environment   (Domain weight: 20%)

Component	Requires Action	Developing	Accomplished	Exemplary
2a Creating an Environment of Respect and Rapport (Component weight: 7%)	Classroom interactions, between the teacher and students and/or among the student(s), are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students and/or among the student(s), are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and/or among the student(s), are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students help ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning (Component weight: 7%)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, and low expectations for student achievement,	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, and modest expectations for student achievement.	The teacher's attempts to create a culture for learning are successful, with teacher commitment to the subject, and high expectations for student achievement.	Teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject The teachers hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures (Component weight: 2%)	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	There is a seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

2d **Managing Student Behavior** (Component weight: 4%)	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. The teacher adapts and is flexible, moment to moment.

Domain 3: Instruction   (Domain weight: 40%)

3a **Communicating with Students** (Component weight: 10%)	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b **Engaging Students in Learning** (Component weight: 10%)	Activities, assignments, and materials, are inappropriate for the instructional outcomes or students' cultures or levels of understanding, The lesson has no structure or is poorly paced.	Activities, assignments, and materials, are partially appropriate for the instructional outcomes or students' cultures or levels of understanding. The lesson has a recognizable structure but is not fully maintained.	Activities assignments, and materials, are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. The lesson's structure is coherent, with appropriate pace.	Activities assignments, and materials, are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. The lesson's structure is coherent, with appropriate pace. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3c **Using Assessment in Instruction** (Component weight: 10%)	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. There is no logical or consistent method for providing feedback.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. The teacher's method for providing feedback to students is uneven or inconsistent.	Assessment is regularly used in instruction through monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. The teacher has a clear method for providing feedback to the students.	Assessment is used in a sophisticated manner in instruction,, monitoring of progress by both students and the teacher. High quality feedback is provided in a variety of sources. The assessments provide multiple ways and multiple opportunities for students to demonstrate mastery. .
3d **Demonstrating Flexibility and Responsiveness** (Component weight: 10%)	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities   (Domain weight: 20%)

4a: Reflecting on Teaching (Component weight: 4%)	Teacher does not accurately assess the effectiveness of the lesson, and has few if any ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records (Component weight: 4%)	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.
4c: Communicating with Stakeholders (Component weight: 5%)	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Teacher adheres to school procedures for communicating with stakeholders and makes modest attempts to engage stakeholders in the instructional program. But communications are not always appropriate.	Teacher communicates frequently with stakeholders and successfully engages them in the instructional program. Information about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with stakeholders is proactive, frequent and sensitive to cultural traditions; students participate in the communication when possible. Teacher successfully engages stakeholders in the instructional program; as appropriate.
4d: Grows and develops professionally (Component weight: 2%)	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
4e: Shows professionalism (Component weight: 5%)	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of the school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher consistently adheres to standards for professional conduct and overall performance requirements; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum of supervision. The teacher helps members of the school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff. Community, families, and students are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.